

Grade 07 Social Studies Unit 09 Exemplar Lesson 01: Cotton, Cattle, and Railroads
Sub-Lesson: The Removal of the American Indians**Hill County Component****Based on Heart of Texas Tales Website****Activities****(Presence &) Removal of the American Indians****I. Role-Play (& Creative Interpretation Groupwork):****[TEKS: 7.6A, 7.10A, 7.21B, 7.21C, 7.22C, 7.22D]**

In groups of 3-4, students select the reading that their group wants to act out in a role-play skit.

*[Consider having the students indicate their choice of reading (and hence, group) via the **Today's Meet** site on their mobile devices. The class should be divided into 6 groups, each group enacting one of the options listed below. If there are a couple of options that do not garner enough votes to make up a group, don't push students into the group, but do encourage at least four of the options. If one option is chosen by more than one group, that will simply allow for varied perspectives.]*

Students 'buddy read' their groups' choice of the sections dealing with Indians on one of the following webpages:

- A. [Places: Carver Homestead.](#)
- B. [Places: Fort Graham.](#)
- C. The legends of the Spanish name of the Brazos River in [Everyday Life: Brazos River Ferries.](#)
- D. The Gathings Family homestead in [Places: Gathings College.](#)
- E. The origin of the name of the [Places: Underwater Ghost Town.](#)
- F. The James and Isabella Wood homestead under [Events: Founding of Hill County.](#)

Each group then prepares a skit depicting an aspect of life dealing with the Indians at the Hill County site they selected. *[Consider giving the students the option of creating a sock puppet show with the **Popplet Lite** free app on their mobile devices. They can record their voices for the different puppet characters and the puppets' mouths will sync to go with the words.]*

II. Today's Meet Interaction:**[TEKS: 7.10A, 7.21B, 7.21C, 7.22C]**

Immediately following each group's skit presentation, students respond to the following on the **Today's Meet** site on their mobile devices (or on a sheet of paper to be turned in at the end of the presentations):

- A. Give one reason you would have liked to live at the time and in the situation depicted.
- B. Give one reason you would not have liked living then.

III. Creative Writing/Art for Understanding:**[TEKS: 7.6A, 7.10A, 7.21B, 7.21C, 7.22C, 7.22D]**

- A. Compose a letter to relatives describing the richness of the land and opportunities on this new Texas frontier, along with the hazards.
- B. Design a newspaper ad or poster for the purpose of luring new settlers to this part of Texas.
[Consider allowing students to use an app on their mobile devices for creating this ad or poster.]

IV. Mapping:**[TEKS: 7.6A, 7.8A, 7.21B, 7.21C, 7.22C, 7.22D]**

- A. Working as a whole class, students work together to plot on a map of Hill County (*In Teacher's Resource Materials and projected at the front of the classroom*) where they think that the following sites were probably located. Class members consult **Heart of Texas Tales** readings from this lesson for guidance in making their decisions and support their opinions with text from the website pages.
 - 1) Fort Graham
 - 2) The Underwater Ghost Town community of Towash
 - 3) Gathings College
 - 4) Carver Homestead
 - 5) James Wood's original "purchased sight unseen" land
 - 6) Label the Brazos River with the original Indian and Spanish names
 - 7) Any Indian tribes that students can identify that resided in the area
- B. Putting away the map key worked out as a plenary group, students work in pairs to recreate the plotting of the same sites on a hardcopy map of the same area. (*Electronic document for producing hardcopies provided in Teacher Resource Materials.*)

[Option: Have students work quickly, turning in their maps as they complete them. Points can be given for both timing and accuracy.]